

Childminder report

Inspection date: 26 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have close bonds with the childminder and her staff. The childminder knows the children's individual needs and interests in fine detail. She provides the necessary support so the children make good progress in their learning. The childminder is warm and nurturing in her approach. Children respond well to her kindness and feel safe and secure in her care. She demonstrates a passion and commitment to early years and is very sensitive and caring towards the children.

The childminder knows what she wants children to learn while they are with her. She has a clear focus on supporting children's personal, social and emotional development within her well-thought-out curriculum. This provides children with a range of opportunities to learn how to recognise their feelings and talk about their emotions. The childminder prioritises getting children school ready. She ensures they have the skills they need to be confident and independent. Children are excited by their learning and eager to join in. The childminder skilfully interweaves Spanish into the curriculum, conversing with the children in English and Spanish, throughout the day. Children learn keywords in Spanish and can be heard sharing these with their friends and answering questions in Spanish. They have a positive attitude to learning.

What does the early years setting do well and what does it need to do better?

- The childminder works well with parents to gather information to understand and meet their children's individual needs. She shares children's progress with parents and gives them ideas to help support their children's learning at home. Parents very much value the childminder's communication and report that their children are very happy and settled in her care.
- The childminder knows her curriculum well and introduces new vocabulary to develop older children's communication and language. Children excitedly engage in imaginative play, scooping and pouring leaves and mud as they pretend to make cups of tea in the outside play kitchen. The childminder and her staff engage with the children effectively, for example, counting the cups and talking with the children about what they are doing.
- Children develop a love of books and stories. Children share books with their friends or enjoy snuggling up with an adult to listen to a favourite story. They listen intently to questions and show they understand as they confidently share their thoughts and ideas.
- The childminder and her staff are positive role models. They have high expectations of children, who behave well. Children listen to the childminder and follow her instructions. The childminder gives the children plenty of praise and encouragement, such as when they begin to sound out letters of familiar words. This successfully raises their self-esteem and confidence.

- Children benefit from fresh air and physical exercise daily. They adeptly climb the slope to explore the decked treehouse, splash and jump in puddles and enjoy the feel of rice running through their fingers as they explore using their senses. However, the childminder does not consistently organise play arrangements to ensure that children benefit fully from the very best interactions from staff at all times.
- Children learn about the importance of living a healthy lifestyle. The childminder works with parents to ensure that their children bring a healthy packed lunch to the setting. She ensures that mealtimes are sociable and makes the most of spontaneous learning opportunities by supporting discussions with the children about eating healthy food.
- The childminder understands children's individual care and learning needs well. She makes observations of children to guide her in highlighting any emerging gaps in learning and set appropriate next steps. However, she does not consistently provide opportunities for children to build on what they already know and can do to help them achieve their next steps in learning as swiftly as they can.
- The childminder is proactive in undertaking continual training and professional development. She completes mandatory training such as safeguarding and has further developed her knowledge about special educational needs. She embraces support from the local authority to guide her further in developing her setting. This shows a clear commitment to continual development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on the high quality interactions to further support children's communication and language, especially for the youngest children
- sequence the curriculum more precisely so children consistently build on what they already know and can do.

Setting details

Unique reference number	2703110
Local authority	Dorset
Inspection number	10388464
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She is registered to provide childcare from a rural property near Beaminster, Dorset. The childminder offers care from 9am to 5pm on Monday and Tuesday, from 9am to 3pm on Wednesday, from 9am to 4pm on Thursday and from 9am to 3.45pm on a Friday. The childminder holds a relevant level 3 qualification. She works with an assistant.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector viewed the provision inside and outside and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written and verbal views of the setting with the inspector.
- The inspector looked at relevant documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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